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ABSTRACT

This information brief describes some of the most common learning disabilities that can cause reading problems and lists organizations that can provide help. The paper first looks at types of learning disabilities in children and youth, categorized as input, integration, memory, and output disabilities. Methods of detecting and treating learning disabilities are explained. The paper then offers suggestions for parents in how to help their school-age children learn, and offers considerations for adults with reading and learning problems, including a description of the diagnostic process for adults. The paper's final section lists 13 readings for parents, 7 readings for adults, 18 readings for educators and other service providers, 9 national clearinghouses and government agencies, 7 national learning disabilities organizations, and 4 national literacy organizations. (JDD)

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Reading and Learning Disabilities: A Resource Guide

April, 1992

NICHCY BRIEFING PAPER

National Information Center for Children
and Youth with Disabilities
P.O. Box 1492
Washington, D.C. 20013-1492

The National Information Center for Children and Youth with Disabilities (*NICHCY*) is pleased to respond to your request for information about the problems many children, youth, and adults experience with learning — in particular, with learning to read.

Having difficulty with reading is by no means unusual. Millions of people in the United States have trouble reading. Some may not be able to read at all, while others have basic reading skills but might be considered "slow readers." It is useful to know that problems with reading are often accompanied by problems with writing, listening, or speaking. Each person having trouble in any or all of these areas should know that *help is available.*

There are many reasons why a person might have difficulty in developing reading skills. One of the most common reasons is that the person has what is known as a *learning disability.* Dyslexia is one such learning disability. There are also many other types of learning disabilities that can cause problems with learning to read or learning in general. These are described later in this guide.

Not all troubles with reading are caused by learning disabilities. It is important to determine what is causing the problem. Some causes other than learning disabilities are poor vision or hearing, emotional disturbance, or mental retardation. A person having trouble with reading should talk with specialists in the reading field and receive a thorough assessment. Through assessment, the nature of the reading problem can be determined. Then action can be taken to help the person overcome his or her specific problem.

EC 301233

This information brief has been developed with two major purposes in mind. These are:

- to describe some of the most common learning disabilities that can cause reading problems; and
- to put you in touch with organizations that can provide you with help to fit your needs.

This document has four sections:

(1) a look at learning disabilities in children and youth;
(2) suggestions for parents in how to help their school-age children learn;
(3) considerations for adults with reading and learning problems, including a description of the diagnostic process for adults; and
(4) book and organizational resources for: parents of school-age children with learning disabilities; adults with learning disabilities; and educators or other service providers who work with individuals with reading problems and/or learning disabilities.

We hope that you will take advantage of the expertise and assistance offered by the many excellent organizations we have listed throughout this document. They can help you to work with and overcome your reading problems. If you find you have need of additional information or assistance, please feel free to contact *NICHCY* again.

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A Look at Learning Disabilities in Children and Youth

by Larry B. Silver, M.D.

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Children and adolescents perform poorly in school for various reasons. Some have emotional or family problems; for others, the source of trouble is the community, the school, or peers; and some are simply below average intellectually. But 10 to 20 percent have a neurologically-based disorder of the type called a *learning disability*. According to the definition used by the federal government, these children are of at least average intelligence (many are far above average), and their academic problems are not caused by an emotional disturbance, by social or cultural conditions, or by a primary visual, hearing, or motor disability. Instead, the reason for their learning problems seems to be that their brains are "wired" in a way slightly different from the average person's. About 20 percent of children with learning disabilities also have a related problem, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). Its symptoms include hyperactivity, distractibility, and impulsiveness. ADD or ADHD must be evaluated and treated separately from the learning disability.

Learning disabilities are lifelong conditions that may require special understanding and help throughout grade school, high school, and beyond. They are also life disabilities that have important effects outside of the classroom, interfering not only with academic work but also with children's games, daily activities, and even friendships. Therefore, help for these children means more than classroom special education.

Types of Learning Disabilities

By the late 1960s, the present model of learning disabilities was established. This model distinguishes four stages of information processing used in learning: input, integration, memory, and output. *Input* is the process of recording in the brain information that comes from the senses. *Integration* is the process of interpreting this information. *Memory* is its storage for later retrieval. *Output* of information is achieved through language or motor (muscular) activity. Learning disabilities can be classified by their effects at one or more of these stages. Each child has individual strengths and weaknesses at each stage.

Input. The first major type of problem at the input stage is a visual perception disability. Some students have difficulty in recognizing the position and shape of what they see. Letters may be reversed or rotated; for example, the letters d, b, p, q, and g might be confused. The child might also have difficulty distinguishing a significant form from its background. People with this disability often have reading problems. They may jump over words, read the same line twice, or skip lines. Other students have poor depth perception or poor distance judgement. They might bump into things, fall over chairs, or knock over drinks.

The other major input disability is in auditory perception. Students may have difficulty understanding because they do not distinguish subtle differences in sounds. They confuse words and phrases that sound alike — for example, "blue" with "blow" or "ball" with "bell." Some children find it hard to pick out an auditory figure from its background; they may not respond to the sound of a parent's or teacher's voice, and it may seem that they are not listening or paying attention. Others process sound slowly and therefore cannot keep up with the flow of conversation, inside or outside the classroom. Suppose a parent says, "It's getting late. Go upstairs, wash your face, and get into your pajamas. Then come back down for a snack." A child with this disability might hear only the first part and stay upstairs.

Integration. Integration disabilities take several forms, corresponding to the three stages of sequencing, abstraction, and organization.

A student with a sequencing disability might recount a story by starting in the middle, going to the beginning, and then proceeding to the end. The child might also reverse the order of letters in words, seeing "dog" and reading "god." Such children are often unable to use single units of a memorized sequence correctly. If asked what comes after Wednesday, they have to start counting from Sunday to get the answer. In using a dictionary, they must start with "A" each time.

The second type of integration disability involves abstraction. Students with this problem have difficulty in inferring meaning. They may read a story but not be able to generalize from it. They may confuse different meanings of the same word used in different ways. They find it difficult to understand jokes, puns, or idioms.

Once recorded, sequenced, and understood, information must be organized — integrated into a constant flow and related to what has previously been learned. Students with an organization disability find it difficult to make bits of information cohere into concepts. They may learn a series of facts without being able to answer general questions that require the use of these facts. Their lives in and outside of the classroom reflect this disorganization.

Memory. Disabilities also develop at the third stage of information processing, memory. Short-term memory retains information briefly while we attend to it or concentrate upon it. For example, most of us can retain the 10 digits of a long distance telephone number long enough to dial, but we forget it if we are interrupted. When information is repeated often enough, it enters long-term memory, where it is stored and can be retrieved later. Most memory disabilities affect short-term memory only; students with these disabilities need many more repetitions than usual to retain information.

Output. At the fourth stage, output, there are both language and motor disabilities. Language disabilities almost always involve what is called "demand language" rather than spontaneous language. Spontaneous language occurs when we initiate speaking — select the subject, organize our thoughts, and find the correct words before opening our mouths. Demand language occurs when someone else creates the circumstances

in which communication is required. A question is asked, and we must simultaneously organize our thoughts, find the right words, and answer. A child with a language disability may speak normally when initiating conversation but respond hesitantly in demand situations — pause, ask for the question to be repeated, give a confused answer, or fail to find the right words.

Motor disabilities are of two types: poor coordination of large muscle groups, which is called gross motor disability; and poor coordination of small muscle groups, which is called fine motor disability. Gross motor disabilities make children clumsy. They stumble, fall, and bump into things; they may have difficulty in running, climbing, riding a bicycle, buttoning shirts, or tying shoelaces. The most common type of fine motor disability is difficulty in coordinating the muscles needed for writing. Children with this problem write slowly, and their handwriting is often unreadable. They may also make spelling, grammar, and punctuation errors.

Detecting a Learning Disability in Children

There are several early clues to the presence of a learning disability. In preschool children we look for failure to use language in communication by age three, or inadequate motor skills (buttoning, tying, climbing) by age five. In school-age children, we observe whether they are learning the skills appropriate to their grade. Schools and families should always consider the possibility of a learning disability before assuming that a child who has been doing poorly in school is lazy or emotionally disturbed. The Individuals with Disabilities Education Act (IDEA), Public Law (P.L.) 102-119 — formerly known as the Education for All Handicapped Children Act (EHA), P.L. 94-142 — requires public school systems to evaluate children who are at risk for a learning disability. Evaluations can also be performed by professionals in private practice, beginning with family doctors. Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and other problems should always be considered as well and evaluated by qualified professionals with expertise with these conditions. It is important to distinguish between emotional, social, and family problems that are causes and those that are consequences of academic difficulties, because they require different treatments.

The psychological assessment may include a neuropsychological or a clinical psychological evaluation. The intelligence of the child should be determined to learn whether the child is performing below potential. Discrepancies in performance between different sections of the IQ (intelligence quotient) test will help to clarify learning strengths and weaknesses. Other tests may be used to assess perception, cognition, memory, and language abilities. Current academic skills are judged by achievement tests. Both IQ and achievement tests help to clarify discrepancies between potential and actual ability. There are also specific tests that help to uncover learning disabilities. A speech pathologist, occupational therapist, or other professional may contribute further information, as can parents.

Treatment of Learning Disabilities in Children

Special education is the treatment of choice for learning disabilities in school. The Individuals with Disabilities Education Act requires that the school, in conjunction with the parents and relevant professionals, develop an individualized education plan (IEP) for each student with learning disabilities. This plan is revised every year to take into account each eligible student's present skills and learning disabilities and abilities. The specific instruction students receive will vary depending upon their needs and capabilities. Some students attend special education classes full time. Others spend most of their time in a regular class and go to a resource room for part of each day, or spend most of the day in special education and the rest in a regular class. The regular classroom teacher must build on the child's strengths while helping to compensate for weaknesses. The special education teacher consults with the classroom teacher and provides specific interventions, called academic therapy, to overcome or compensate for learning disabilities. Some children need remedial work to learn basic skills such as reading, writing, and arithmetic. Others also need special intervention to fill gaps; for example, students might have difficulty writing a composition in high school because they did not learn punctuation in an earlier grade. Strategies for learning appropriate to a given student's strengths and weaknesses can be taught. Some children need specific related services: a notetaker (for a student with a fine motor disability), word processors, laptop computers, books on tape, or extra time for tests. The IDEA requires schools to provide these special education and related services at no cost to families.

Parents must also try to understand the nature of their children's problems. Like classroom teachers, they must build on the child's strengths while compensating for or adjusting to the weaknesses without exposing them unnecessarily. A child with a visual motor disability, for example, might find it hard to load a dishwasher but could carry out the trash. The same child might have difficulty catching or throwing a ball, but no trouble swimming. Parents must think ahead about these matters to minimize their child's stress and to maximize his or her chance to experience success, make friends, and develop self-esteem. Treatment that affects only school work will not succeed, because learning disabilities are life disabilities.

It is essential to recognize learning disabilities and related problems as early as possible. Without recognition and help, children may become increasingly frustrated and distressed as they persistently fail. By the time they reach high school, they may give up. On the other hand, children whose problems are recognized early and treated appropriately can overcome or learn to compensate for their disabilities.

NICHCY thanks Dr. Larry Silver and the Learning Disability Association of Montgomery County, Inc., for permission to reprint Dr. Silver's article, which appeared in their November 1991 newsletter. The Learning Disability Association of Montgomery County, Inc., is a local chapter of the Learning Disabilities Association of America. You can contact LDAMC, Inc. by writing P.O. Box 623, Rockville, MD 20848-0623.

Helping Your Child Learn: Some Suggestions for Parents

If you suspect that your child is having trouble learning to read, or trouble with learning in general, there is help available. *For parents of school-age children, the first source of help should be the public school serving your area.* Contact your child's school principal, express your concerns, and ask to have your child evaluated. The school system is required by federal and state law to evaluate your child at no cost to you or your family.

The results of the evaluation will show whether or not your child has a problem with reading or learning and, if so, the nature of the problem. You may be told that your child has dyslexia or another type of learning disability. If the evaluation shows that your child *does* have a learning disability, the school is required by federal and state law to provide special education for your child — also at no cost to you or your family.

Suppose, however, that the results of the evaluation show that your child does *not* have a disability. In this case, there are a number of actions you can take. If you think that the school's evaluation of your child was not appropriate — for example, only one test was administered or the evaluation was based solely upon observation of your child — you can ask the school system to pay for what is known as an Independent Educational Evaluation (IEE). There are usually strict guidelines for obtaining an IEE at the school's expense. Ask the school about its IEE policy. Of course, you can always have your child evaluated independently and pay for the evaluation yourself. Whether the school pays for the IEE or whether you do, the results of this second evaluation must be taken into account in determining whether or not your child has a disability and, thus, is eligible for special education services through the school.

If evaluation results still indicate that your child's problems in learning to read are not caused by a disability, your child will not be eligible for special education services through the public school. However, most schools have services available for students who are having trouble reading. Your child may be enrolled in a remedial reading program or work with a reading resource teacher to improve his or her skills. You may also wish to contact some of the organizations dealing with literacy (see Organizational Resources, page 11).

Suppose, however, that the results of testing show that your child *does* have a learning disability. In this case, your child will be eligible to receive special education services. Parents and school personnel then meet to discuss the results of the evaluation and to develop what is known as an Individualized Education Program (IEP). The IEP will describe the level at which your child is currently performing, as well as identify the specific services or instruction your child will receive to address his or her specific needs. (More information about special education and the IEP process is available by contacting *NICHCY.*) Classroom accommodations are also possible and can help a student compensate for his or her learning disability. Accommodations can include:

- Taped textbooks available through Recording for the Blind (see the description on page 11);
- Extended time on tests;
- Tutoring;
- Use of a notetaker, for students who have trouble listening in class and taking notes;
- Use of a scribe during test taking, for students who have trouble writing but who can express their answers verbally to the scribe, who writes down the responses;
- Use of a reader during test taking, for students who have trouble reading test questions;
- Tape recording of class lectures; and
- Testing in a quiet place, for students who are easily distracted.

The suggestions presented in the remainder of this article focus upon what parents can do to help a child with a learning disability learn and function within the home.

- ***Learn more about learning disabilities.*** This information can help you understand that your child does not learn in the same way as other people do. Find out as much as you can about the problems your child has with learning, what types of learning tasks will be hard for your child, what sources of help are available, and what you can do to make life and learning easier for your child. You can find the information you need by reading many of the publications listed at the end of this document, or by contacting the national organizations that are listed.
- ***Become an unobtrusive detective.*** Look for clues that can tell you how your child learns best. Does he or she learn best through looking, listening, or touching? What is your child's weakest approach to learning? Also pay attention to your child's interests, talents, and skills. All this information can be of great help in motivating and fostering your child's learning.
- ***Teach through your child's areas of strength.*** For example, he or she may have great difficulty reading for information but readily understand when listening. Take advantage of that strength. Rather than force reading, which will present your child with a "failure" situation, let your child learn new information by listening to a book on tape or watching a videotape.
- ***Respect and challenge your child's natural intelligence.*** He or she may have trouble reading or writing, but that doesn't mean learning can't take place in many other ways. Most children with learning disabilities have average or above average intelligence that can be engaged and challenged through using a multisensory approach. Taste, touch, seeing, hearing, and moving are valuable ways of gathering information.
- ***Remember that mistakes don't equal failure.*** Your child will have the tendency to see his or her mistakes as huge failures. You can model, through good-humored acceptance of your own mistakes, that mistakes can be useful. They can lead to new solutions. They are not the end of

the world. When your child sees you taking this approach to mistakes — your own and the mistakes of others — he or she can learn to view his or her mistakes in the same light.

- ***Recognize that there may be some things your child won't be able to do or will have lifelong trouble doing.*** Help your child to understand that this doesn't mean he or she is a failure. After all, everyone has something they can't do. Capitalize on the things your child *can* do.
- ***Be aware that struggling with your child over reading, writing, and homework can draw you into an adversarial position with your child.*** The two of you will end up angry and frustrated with each other, which sends the message to your child that, yet again, he or she has failed. You can contribute positively to your child's schooling by participating actively in the development of your child's Individualized Education Program (IEP) and by sharing with the school the special insights about your child that only you as a parent have.
- ***Use television creatively.*** Television, or videos, can be a good medium for learning. If the child is helped to use it properly, it is not a waste of time. For example, your child can learn to focus, sustain attention, listen carefully, increase vocabulary, and see how the parts fit together to make a whole. You can augment learning by asking questions about what was seen. What happened first? Then what happened? How did the story end? Such questions encourage learning of sequence, an area that causes trouble for many LD children. Be patient, though. Because your child does not see or interpret the world in the same way you do, progress may be slow.
- ***Make sure books are at your child's reading level.*** Most children with learning disabilities will be reading below grade level. To experience success at reading, then, it's important that they have books to read that are on their reading level (rather than their age level). Foster reading by finding books on topics of interest to your child or by reading to him. Also let your child choose his or her own books to read.
- ***Encourage your child to develop his or her special talent.*** What is your child good at? What does he or she especially enjoy? Encouraging your child to pursue areas of talent lets him or her experience success and discover a place to shine.

Adults With Reading or Learning Problems

Adults who have trouble reading or learning usually have had these problems since they were children. Their problems may stem from having a learning disability that went undetected or untreated as a child. If an adult has a learning disability, he or she will experience many of the difficulties described in Dr. Larry Silver's article about learning disabilities in children (see page 2). The difference for adults who have learning problems is that they no longer spend their day in school and cannot turn to the public school system for evaluation and special instruction. They may not know why they have trouble learning, and don't know where to go to find out.

Help is available. It's important, however, to know what is causing the adult's problem with reading or learning. Knowing the reason makes it possible for the individual to get the kind of help he or she needs. The problem may arise because the person has a learning disability. If so, then the person needs to work with instructors who know about learning disabilities. He or she needs to receive instruction designed for individuals with learning disabilities. But not all reading or learning problems are caused by learning disabilities. Perhaps as a child the person did not get enough basic instruction to build the foundation that leads to skilled reading and learning. Becoming involved in a literacy program might meet this person's needs.

The first step, then, is to find out if the learning problems are caused by the presence of a learning disability. A thorough assessment can give clues as to whether or not a learning disability exists and can pinpoint areas of strength and difficulty. An overview of the diagnostic process is given on the next page. This overview is adapted from the HEATH Resource Center's publication called *Resources for Adults with Learning Disabilities*.

> ***"The child with learning disabilities feels isolated from the parent's culture and learns to hide her "shameful secret." And, of course, as the child carries this secret into adulthood and begins to face adult responsibilities, the burden of it grows and grows. Surprisingly, when the secret is finally revealed, it turns out not to be shameful at all. Once a person openly acknowledges having a learning disability, she finds it possible to relax and request help and support. Only after openly acknowledging the learning disability is the person free to work on improving her ability to learn."***
>
> **NICHCY thanks Sally L. Smith for her permission to reprint this quote from her (1991) book *Succeeding Against the Odds: Strategies and Insights from the Learning Disabled* (p.20). Information on how to obtain this excellent book can be found at the top of page 8 in this guide.**

Adults with Learning Disabilities: Assessing the Problem

Adapted with permission from the HEATH Resource Center

When adults suspect they may have a learning disability, they often begin a search for solutions. They may have difficulty in locating resources to diagnose the disability. For many individuals, obtaining a diagnosis can involve locating one or more professionals to select, perform, and interpret diagnostic tests.

Why is Diagnostic Testing Necessary?

These tests are needed because:

- Obtaining accurate diagnostics is the first step in overcoming the effects of a learning disability.
- Learning with a learning disability requires different learning strategies.

What is the Diagnostic Process for Adults?

The diagnostic process for adults with learning disabilities is different from diagnosis and testing for children. While diagnosis for children and youth is tied to the education process, diagnosis for adults is more directly related to problems in employment, life situations, and education. An adult will need to find a diagnostician experienced in working with adults and who is oriented to adult school- and work-related learning needs. The assessment process will include a diagnosis and an evaluation to decide on possible choices for treatment.

The **diagnosis** identifies the type of specific learning disability by showing strengths and weaknesses in the way an individual learns and uses information. Both informal and formal activities are used in this process. For example, information may be collected about the person's life and academic history and why there is a need for the testing. More formal activities would include measuring learning/work style, such as visual memory or memory for numbers.

An **evaluation** can then be offered, suggesting ways to overcome some of the effects of the disability. This may include strengthening skills by working with someone who takes into account the way the individual learns best.

Until recently, it was not widely recognized that learning disabilities have influenced the lives of adults, especially those whose conditions were not diagnosed during school years. It is now clear that adults should be evaluated in a manner related to their age, experience, and career objectives.

How Do You Find Someone to Perform the Testing?

You may be wondering how to find a professional qualified to conduct adult assessments. Several local agencies can either perform the tests or refer you to diagnosticians for adults within the community. Agencies to contact for information include:

- The public school system - Ask about Adult Education programs conducted through the school system and the availability of testing;
- Adult Literacy Programs or Literacy Councils - These may be listed in your local telephone book. If not, call the national literacy organizations listed under Organizational Resources on page 11 and ask what programs are available in your community;
- Learning Disability Association in your area, often listed in the telephone book with the name of the city or county first;
- Counseling or Study Skills Centers at a local community college;
- Guidance Counselors in high school;
- Orton Dyslexia Society (see description on page 11);
- Special Education Programs at a local public school or university; and
- Vocational Rehabilitation Agency in your state or county.

These organizations or individuals may also be able to put you in touch with an educational therapist or learning specialist in private practice who can perform and interpret the tests you need.

Questions to Ask Evaluators

- Have you tested many adults with learning disabilities?
- What is the cost of the testing? What does this cost cover?
- Can insurance cover the costs? Are there other funding sources? Can a payment program be worked out?
- How long does the testing take?
- Will there be a written report of the assessment? Will I be able to meet with you to discuss the results?
- Will our discussion give me information regarding why I am having trouble with my school, job, or life at home?
- Will you also give me ideas on how to improve (remediate) my areas of disability and how to get around (compensate for) my disabilities?
- Will the report make recommendations about where to go for immediate help?
- If there are additional questions, are you available for more consultation? If so, what are the charges?

This overview of the diagnostic process has been adapted from the HEATH Resource Center's publication called *Resources for Adults with Learning Disabilities* (1989; 1991). You can obtain a free copy of this publication by contacting the HEATH Resource Center, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036-1192. *NICHCY* thanks Rhona Hartman, Director of HEATH, for her permission to adapt and reprint this material.

FYI: Information Resources from NICHCY's Database

The following information was selected from numerous resources abstracted in *NICHCY*'s database. If you know of a group which provides information about reading problems or learning disabilities to families, professionals, or the general public, or which develops materials in this area, please send this information to NICHCY for our resource collection and database. We will appreciate this information and will share it with others who request it.

You may be able to obtain many of the documents listed below through your local library. Whenever possible, we have included the publisher's address in case the publication is not available in your area. Please note that the prices of materials and the addresses of publishers and organizations are subject to change without prior notice. ***If you are interested in obtaining a resource listed in this document, it is a good idea to contact the publisher or organization and obtain information on ordering, payment procedures, and shipping and handling charges.***

Additional publications and information are also available from the clearinghouses and national organizations listed. If you experience difficulty in locating these documents or organizations, or if you would like additional assistance, please contact *NICHCY*. Finally, you may find *NICHCY*'s *State Resource Sheet* for your state or territory helpful in contacting other resources of information.

Readings for Parents

Armstrong, T. (1987). *In their own way: Discovering and encouraging your child's personal learning style.* Los Angeles: Jeremy P. Tarcher, Inc. (Available from Publishers Book and Audio, P.O. Box 120159, Staten Island, NY 10312. Telephone: 1-800-288-2131. Price: $8.95.)

Brent, C. (1988). *Understanding your learning disability.* Columbus, OH: Author. (This 15-page booklet is available from Cheri Brent, Supervisor, Franklin County Department of Education, 1717 Alum Creek Drive, Columbus, OH 43207. Telephone: (614) 445-3750. Price: $2.00.)

Cordoni, B. (1990). *Living with a learning disability* (rev. ed.). Carbondale, IL: Southern Illinois University Press. (Available from Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902. Telephone: (618) 453-2281. Price: $15.95.)

Cummings, R.W., & Maddux, C.D. (1985). *Parenting the learning disabled: A realistic approach.* Springfield, IL: Charles C. Thomas. (Available from Charles C. Thomas, 2600 South First Street, Springfield, IL 62794. Telephone: (217) 789-8980. Price: $26.50.)

Fowler, M.C. (1990). *Maybe you know my kid: A parent's guide to identifying, understanding, and helping your child with ADHD.* New York: Birch Lane Press. (Available from Birch Lane Press, 120 Enterprise Avenue, Seacaucus, NJ 07094. Telephone: 1-800-447-2665. Price: $12.00.)

Fowler, M.C. (1991, September). Attention deficit disorder. *NICHCY Briefing Paper*, 1-8. (Available from NICHCY, P.O. Box 1492, Washington, DC 20013-1492. Telephone: 1-800-999-5599.)

Gehret, J. (1990). *The don't-give-up kid and learning differences.* Fairport, NY: Verbal Images Press. [Available from Verbal Images Press, 19 Foxhill Drive, Fairport, NY 14450. Price: $10.00 (includes shipping). Phone orders: 1-800-233-9273. Price: $12.50 (includes shipping).]

Greene, L.J. (1987). *Learning disabilities.* New York: Fawcett Book Group. (Available from Fawcett Book Group, 400 Hahn Road, Westminster, MD 21157. Telephone: 1-800-733-3000. Mention that the ISBN number of this book is 449-90253-6. Price: $9.95.)

Janover, C. (1988). *Josh: A boy with dyslexia.* Burlington, VT: Waterfront. (Available from Waterfront Books, 98 Brookes Avenue, Burlington, VT 05401. Telephone: 1-800-639-6063. Price: $7.95.)

National Library Service for the Blind and Physically Handicapped. (1990, March). *Learning disabilities: National information and advocacy organizations.* Washington, DC: Library of Congress. (Available from the National Library Service for the Blind and Physically Handicapped, the Library of Congress, Washington, DC 20542. Telephone: (202) 707-5100. Ask for Publication No. 90-1.)

Silver, L. (1991). *The misunderstood child: A guide for parents of children with learning disabilities* (2nd ed.). New York: McGraw Hill. (Available from TAB Books, Blue Summit, PA 17294. Telephone: (717) 794-2191. Price: $9.95.)

Smith, S.L. (1981). *No easy answers: The learning disabled child.* New York: Bantam. (Available from Bantam, 666 Fifth Avenue, New York, NY 10103. Telephone: 1-800-223-6834. Price: $4.95.)

Smith, S.L. (1991). *Succeeding against the odds: Strategies and insights from the learning disabled.* Los Angeles: Jeremy P. Tarcher, Inc. (Available from Publishers Book and Audio, P.O. Box 120159, Staten Island, NY 10312. Telephone: 1-800-288-2131. Price: $18.95. Also available on cassette tape through the loan program of Recording for the Blind (RFB) in Princeton, NJ. For information about how to quality to borrow the book on tape, see the description of "Recording for the Blind" in the Organizational Resources below.)

Readings for Adults

Brent, C. (1988). *Understanding your learning disability.* Columbus, OH: Author. (This 15-page booklet is available from Cheri Brent, Supervisor, Franklin County Department of Education, 1717 Alum Creek Drive, Columbus, OH 43207. Telephone: (614) 445-3750. Price: $2.00.)

Cordoni, B. (1990). *Living with a learning disability* (rev. ed.). Carbondale, IL: Southern Illinois University Press. (Available from Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902. Telephone: (618) 453-2281. Price: $15.95.)

Gerber, P.J., & Reiff, H.B. (1991). *Speaking for themselves: Ethnographic interviews with adults with learning disabilities.* Ann Arbor, MI: University of Michigan Press. (Available from the University of Michigan Press, P.O. Box 1104, Ann Arbor, MI 48106-1104. Telephone: (313) 764-4392. Price: $29.95.)

Jones, R.L. (Ed.). (1983). *Reflections on growing up disabled.* Reston, VA: Council for Exceptional Children. (Available from the Council for Exceptional Children, Publications Department, 1920 Association Drive, Reston, VA 22091. Telephone: (703) 620-3660. Price: $13.50.)

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Massey-Henderson, M. (1988). *Learning intervention strategies: A handbook for learning disabled adults.* Oakland, CA: Author. (This handbook is designed to help high school and college students learn how to learn. It is available from Marylou Massey-Henderson, 3757 Elston Avenue, Oakland, CA 94602. Telephone: (510) 482-0932. Price: $25.00.)

Scheiber, B., & Talpers, J. (1987). *Unlocking potential: College and other choices for learning disabled people. A step by step guide.* Bethesda, MD: Adler and Adler. (Available from Woodbine House, 5615 Fishers Lane, Rockville, MD 20852. Telephone: 1-800-843-7323. Price: $12.95.)

Smith, S.L. (1991). *Succeeding against the odds: Strategies and insights from the learning disabled.* Los Angeles: Jeremy P. Tarcher, Inc. (Available in print from Publishers Book and Audio, P.O. Box 120159, Staten Island, NY 10312. Telephone: 1-800-288-2131. Price: $18.95. Also available on cassette tape through the loan program of Recording for the Blind (RFB) in Princeton, NJ. For information about how to quality to borrow the book on tape, see the description of "Recording for the Blind" in the Organizational Resources below.)

Readings for Educators and Other Service Providers

Banbury, M.M. (1989). *What are learning disabilities?* Washington, DC: American Federation of Teachers. (Available from the American Federation of Teachers, AFL-CIO, 555 New Jersey Avenue N.W., Washington, DC 20001. Telephone: (202) 879-4400. Ask for Item #438. Price: $1.00.)

Biller, E.F. (1988). *Understanding adolescents and young adults with learning disabilities: A focus on employability and career placement. A guide for rehabilitation counselors.* Springfield, IL: Charles C. Thomas. (Available from Charles C. Thomas, 2600 South First Street, Springfield, IL 62794. Telephone: (217) 789-8980. Price: $23.75.)

Council for Exceptional Children. (1989, December). *Pre-referral intervention for students with learning and behavior problems.* Reston, VA: Author. (This computerized supersearch is a bibliography of other materials in print. It includes introductory material and up to 150 abstracts. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Telephone: (703) 620-3660. Ask for Publication C574. Price: $22.50.)

Council for Exceptional Children. (1990, February). *Teaching learning disabled adolescents.* Reston, VA: Council for Exceptional Children. (This computerized search is a bibliography of other materials in print. It includes 124 abstracts. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Ask for Publication C567. Price: $18.00.)

Council for Exceptional Children. (1990, September). *Teaching learning disabled elementary school children.* Reston, VA: Author. (This computerized search is a bibliography of other materials in print. It lists 97 abstracts of resources available in ERIC and ECER databases. Ask for Publication C565. Price: $18.00.)

Council for Exceptional Children. (1991, March). *Underachieving gifted.* Reston, VA: Author. (This computerized search is a bibliography of other materials in print. It includes 171 abstracts. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Telephone: (703) 620-3660. Ask for Publication C565. Price: $18.00.)

Kirk, S.A., & Chalfant, J.C. (1984). *Academic and developmental learning disabilities.* Denver, CO: Love. (Available from Love Publishing Company, 1777 South Bellaire Street, Denver, CO 80222. Telephone: (303) 757-2579. Price: $36.95.)

Kronick, D. (1989). *Learning disabilities.* Philadelphia: Grune and Stratton. (Available from Simon and Schuster Direct Mail Center, Order Processing Department, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: (515) 284-6751. Price: $40.95.)

Lerner, J. (1988). *Learning disabilities: Theories, diagnosis, and teaching strategies* (5th ed). Boston, MA: Houghton-Mifflin. (Available from Houghton-Mifflin, Attention: College Department, Wayside Road, Burlington, MA 01803. Telephone: 1-800-225-1464. Mention that the ISBN number of this book is: 0-395-369134. Price: $47.56.)

Mangrum, C.T., & Strichart, S.S. (1988). *College and the learning disabled student: Program development* (2nd ed.). Philadelphia: Grune and Stratton. (Available from Simon and Schuster Direct Mail Center, Order Processing Department, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: (515) 284-6751. Price: $36.95.)

Massey-Henderson, M. (1988). *Learning intervention strategies: A handbook for learning disabled adults.* Oakland, CA: Author. (This handbook is designed to help high school and college students learn how to learn. Available from Marylou Massey-Henderson, 3757 Elston Avenue, Oakland, CA 94602. Telephone: (510) 482-0932. Price: $25.00.)

McCarney, S., & Cummins, K. (1988). *The pre-referral intervention manual: The most common learning and behavior problems encountered in the education environment.* Columbia, MO: Hawthorne. (Available from Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201. Telephone: 1-800-542-1673. Price: $30.00.)

Mercer, C.D., & Mercer, A.R. (1989). *Teaching students with learning problems* (3rd ed.). Columbus, OH: Merrill. (Available from Macmillan Publishing Company, 100 Front Street, Box 500, Riverside, NJ 08075-7500. Telephone: 1-800-257-5755. Price: $40.00.)

Ngandu, K.M. (1988). *Dyslexia and severe reading disability.* Washington, DC: American Federation of Teachers. (Available from the AFT Teachers' Network for Education of the Handicapped, 555 New Jersey Avenue N.W., Washington, DC 20001. Telephone: (202) 879-4400. Ask for Item #440. Price: $1.00.)

Nolting, P. (1991). *Math and the learning disabled student: A practical guide for accommodations.* Pompano Beach, FL: Academic Success Press. (Available from Academic Success Press, P.O. Box 2567C, Pompano Beach, FL 33072. Telephone: (305) 785-2034. Price: $14.95.)

Smith, S.L. (1981). *No easy answers: The learning disabled child.* New York: Bantam. (Available from Bantam, 666 Fifth Avenue, New York, NY 10103. Telephone: 1-800-223-6834. Price: $4.95.)

Smith, S.L. (1991). *Succeeding against the odds: Strategies and insights from the learning disabled.* Los Angeles: Jeremy P. Tarcher, Inc. (Available from Publishers Book and Audio, P.O. Box 120159, Staten Island, NY 10312. Telephone: 1-800-288-2131. Price: $18.95. Also available on cassette tape through the loan program of Recording for the Blind (RFB) in Princeton, NJ. For information about how to qualify to borrow the book on tape, see the description of "Recording for the Blind" in the Organizational Resources below.)

Ungerleider, D.F. (1985). *Reading, writing, and rage: The terrible price paid by victims of school failure.* Rolling Hills Estates, CA: B.L. Winch. (Available from B.L. Winch/Jalmar Press, 45 Hitching Post Drive, Building 2B, Rolling Hills Estates, CA 90274. Telephone: 1-800-662-9662, or (310) 547-1240. Price: $16.95.)

Organizational Resources

This section lists organizations that can be of help to parents who have a child with a reading problem or learning disability, to adults who would like to improve their reading or learning skills, and to educators and other professionals who work with students who are having difficulty learning. Some organizations provide information and referral that is best suited for parents. Others work primarily with adults with learning disabilities. Still others provide information targeted for teachers and other service providers. Under each name and address, you will see the line "Resource Useful To," followed by the groups (parents, adults, or educators) who will find this organization most helpful.

NATIONAL CLEARINGHOUSES AND GOVERNMENT AND STATE AGENCIES

Clearinghouse on Adult Education and Literacy
Division of Adult Education and Literacy
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202-7240
Telephone: (202) 732-2270

Resource Useful To: Adults; Educators (working with adults)

This Clearinghouse can provide the adult education community with resources in adult education, including putting adults in contact with the Office of Adult Education within their state. Fact sheets, bibliographies, directories, and other publications are available related to adults who have special learning needs.

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Telephone: (703) 620-3660

Resource Useful To: Parents; Educators (of school-age children)

This ERIC Clearinghouse makes available the following publications on learning disabilities: *Digest on Learning Disabilities* (Digest Number E407) and an annotated bibliography called *Digest on Readings about Learning Disabilities* (Digest Number E465). Both of these publications are provided free of charge. Other information on learning disabilities is also available.

ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847

Resource Useful To: Parents; Adults; Educators

The Clearinghouse is concerned with the acquisition of functional competence in reading, writing, speaking, and listening at all educational levels and in all social contexts. The Clearinghouse makes available bibliographies on a variety of reading topics, including learning disabilities and reading. An offshoot of the Clearinghouse is the Family Literacy Center, whose purpose is to encourage parents to participate in their children's academic development while simultaneously improving their own literacy. A monthly "audio journal" called *Parents and Children Together* is available from the Family Literacy Center. Subscriptions are $75.00 a year for 12 issues. Each issue is filled with suggestions for involving children in reading, practical reading activities that parents can do with their children, recommendations for books to read and, of course, a read-along story accompanied by a cassette tape. A free sample of this material is available upon request.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193

Resource Useful To: Parents (of young LD adults); Adults

HEATH is a national clearinghouse on postsecondary education for individuals with disabilities. HEATH distributes a publication called *Resources for Adults with Learning Disabilities* and has information on how and where adults with learning disabilities can get training after high school. This includes information about vocational preparation programs, adult education, and college.

National Clearinghouse on Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street N.W.
Washington, DC 20037
Telephone: (202) 429-9292

Resource Useful To: Educators (of adults with limited English proficiency)

NCLE is the only national clearinghouse for adult English as a second language (ESL) and literacy information. NCLE collects, analyzes, and abstracts documents on literacy education for adults with limited English proficiency (LEP) and out-of-school youth. Included are research reports, instructional and assessment materials, program descriptions and evaluations, and teacher/tutor training guides. Educators can call to find out resources available for working with LEP adults and out-of-school youth with literacy problems. NCLE maintains a resource center that includes a database of over 5,000 individuals and literacy programs working with LEP adults.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013-1492
Telephone: 1-800-999-5599; (703) 893-6061 (Local); (703) 893-8614 (TDD)

Resource Useful To: Parents; Educators

NICHCY can provide parents with information about special education and the rights children and youth with disabilities have under the law. NICHCY can also provide parents and others with a *State Resource Sheet*, useful for identifying resources within their state. This includes names, addresses, and telephone numbers of state agencies, disability organizations, and parent groups serving individuals with disabilities and their families. A variety of other publications on disability issues is available free of charge. A *Publications List* is available upon request.

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National Library Service for the Blind and Physically Handicapped (NLS)
Library of Congress
1291 Taylor Street N.W.
Washington, DC 20542
Telephone: (202) 707-5100

Resource Useful To: Parents; Adults

Many individuals with learning disabilities may be able to borrow "talking books" (books on tape) from NLS, but they must first establish their eligibility for the program. Call or write NLS and ask for an application form for reading disabilities and *Talking Books and Reading Disabilities*, a factsheet outlining the eligibility requirements for persons with learning disabilities. Once eligibility is established, the person can borrow, on tape, most of the same books that public libraries make available in print.

State Department of Education
Consult your local telephone directory for the office in your state.

Resource Useful To: Adults; Educators

The State Department of Education in each state should have a department concerned with adult education or literacy. This office can usually refer adult callers to adult education or literacy programs within their community. Technical assistance, information, and referral may be available to educators working with school-age children with learning disabilities or with adults with literacy concerns.

Vocational Rehabilitation Office
Consult your local telephone directory for the office in your vicinity.

Resource Useful To: Adults

Through the Vocational Rehabilitation system, adults with learning disabilities may be able to get information and referral. Services may also be available, such as literacy and job training.

NATIONAL LEARNING DISABILITIES ORGANIZATIONS

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 66204
Telephone: (913) 492-8755

Resource Useful To: Educators

The Council for Learning Disabilities provides services to professionals who work with individuals with learning disabilities. Members include educators, diagnosticians, psychologists, physicians, optometrists, and speech, occupational, and physical therapists. All members receive the *Learning Disability Quarterly*, as well as the *LD Forum*, a teacher-oriented newsletter.

Division for Learning Disabilities
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Telephone: (703) 620-3660

Resource Useful To: Educators

The Division for Learning Disabilities is one of the many special organizations within the Council for Exceptional Children. DLD publishes its own journal (*Learning Disabilities Research and Practice*) and newsletter. Teachers and other service providers can contact DLD about learning disabilities, publications, and membership.

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
Telephone: (412) 341-1515 or (412) 341-8077

Useful Resource for: Parents; Adults; Educators

The Learning Disabilities Association of America (LDA) has 50 state affiliates with more than 775 local chapters. The national office has a resource center of over 500 publications for sale. It also operates a film rental service.

Publication topics cover the range of issues associated with learning disabilities. There are many publications available regarding the LD adolescent or young adult, behavior modification, children's books, dyslexia, early childhood, ADD or ADHD, and learning disabilities associated with auditory, fine motor, language, math, social perception, spelling, and/or visual problems. Many of LDA's publications are specifically written for parents. Call the national LDA office to receive a free information packet and referral to the nearest local chapter.

National Center for Learning Disabilities
99 Park Avenue
New York, NY 10016
Telephone: (212) 687-7211

Resource Useful To: Parents; Educators

The National Center for Learning Disabilities (NCLD) is a national, not-for-profit organization committed to improving the lives of millions of Americans affected by learning disabilities. Services include: raising public awareness and understanding; national information and referral; educational programs; and legislative advocacy. NCLD provides educational tools to heighten understanding of learning disabilities, including: the annual publication called *THEIR WORLD*; quarterly newsletters; informative articles; specific state-by-state resource listings (e.g., schools and diagnostic clinics); and a new, five-part video series entitled *We Can Learn*.

National Network of Learning Disabled Adults
P.O. Box 32611
Phoenix, AZ 85064-2611
Telephone: (602) 941-5112

Resource Useful To: Adults

The National Network of Learning Disabled Adults is a clearinghouse that helps LD adults find and network with each other in their communities. A list of support groups around the country is available upon request. The organization also produces a quarterly newsletter called *National Networker*, which is full of valuable information for adults with learning disabilities.

Orton Dyslexia Society
724 York Road
Baltimore, MD 21204
Telephone: (800) 222-3123; (410) 296-0232

Resource Useful To: Parents; Adults (with dyslexia); Educators

The Orton Dyslexia Society is the only national nonprofit organization solely concerned with dyslexia. The Society provides a packet of basic information on these topics: *What is Dyslexia?; How is Dyslexia Assessed?; What Should Parents Know?; Where Can I Find Help?;* and *Why Join the Orton Dyslexia Society?* There is no charge for this packet, although the Society does request a donation to cover the costs of printing and mailing.

The Society has 42 branches across the country which offer informational meetings and support groups. Persons seeking resources, such as diagnosticians, educational therapists, tutors, and teacher trainers may call the Society for the names of service providers in their zip-code area.

The Society also publishes a scholarly journal, *Annals of Dyslexia*, and a quarterly newsletter, *Perspectives on Dyslexia*. Also available are two publications dealing with language and teacher education and several collections of papers by noted experts in the field of dyslexia.

Recording for the Blind (RFB)
The Anne T. Macdonald Center
20 Roszel Road
Princeton, NJ 08540
Telephone: (609) 452-0606

Resource Useful To: Individuals (beyond the fourth grade) with learning disabilities who cannot read standard print material

Recording for the Blind (RFB) is a nonprofit service organization that provides educational and professional books in accessible media to people with print disabilities. RFB has an extensive free library of books on audiocassette, covering all subjects and all academic levels from fourth grade through postgraduate studies. An additional service is E-text — books on computer disk, which are available for purchase. The E-text collection presently contains primarily computer titles.

RFB's services are available to persons with a verified visual, physical, or specific learning disability that substantially limits reading. To become a lifetime member of RFB, you must complete an application for service (which contains a "disability verification" and "certification") and include a one-time registration fee of $25. An application form is available from RFB's Customer Services Department (1-800-221-4792).

NATIONAL LITERACY ORGANIZATIONS

Laubach Literacy Action (LLA)
P.O. Box 131
Syracuse, NY 13210
Telephone: (315) 422-9121

Resource Useful To: Adults; Educators

LLA is the largest network of adult literacy programs in the United States. The programs provide literacy instruction through the use of trained volunteers. Adults interested in improving their reading can call to find out if an affiliate provides instruction in or near their community. Educators can contact the New Readers Press, a partner of LLA, for materials they can use in literacy, adult basic education, and work force literacy programs. New Research Press's telephone number is: 1-800-448-8878.

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Telephone: (315) 445-8000

Resource Useful To: Adults

This is a non-profit organization which combats illiteracy through a network of community volunteer literacy programs. These affiliates provide individualized student-centered instruction in both basic literacy and English as a Second Language (ESL) for adults and teens. More than 1000,000 tutors and students are involved in nearly 450 programs located in 40 states.

National Contact Hotline
Contact Center, Inc.
P.O. Box 81826
Lincoln, NE 68501-1826
Telephone: (800) 228-8813; (800) 552-9097 for TDD

Resource Useful to: Adults

Contact Center, Inc., a 25-year old information and referral agency, operates this national hotline to help individuals with literacy problems. This organization maintains a database of over 12,000 literacy programs across the country. The hotline operates seven days a week and is staffed with Spanish/English bilingual operators on each shift. Call the hotline to get information about literacy providers in your community. Additional, follow-up information will also be sent through the mail.

Project Literacy U.S. (PLUS)
WQED
4802 Fifth Avenue
Pittsburgh, PA 15213
Telephone: (412) 622-1320

Useful Resource To: Parents; Adults; Educators

PLUS operates as a partnership of television's PBS and ABC. The goal of PLUS is to eliminate illiteracy in the U.S. Recently, PLUS has focused upon increasing collaboration between adult literacy providers and programs specializing in diagnosing learning disabilities and providing services to LD individuals. As a result, a recent special edition of the PLUS newsletter focuses on learning disabilities. The newsletter presents organization profiles, an extensive list of book and video resources, and examples of collaborative efforts between learning disability and literacy organizations. All individuals concerned or working with persons with literacy or learning problems will find the list of resources highly useful.

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This ***Briefing Paper*** was made possible through the generosity of Robert Halmi, Sr., Executive Producer of *The Secret*, a Kraft General Foods Premier Movie which aired on CBS-TV on Sunday, April 19, 1992. A production of RHI Entertainment, Inc., *The Secret* is the story of a grandfather and grandson who both have dyslexia, a learning disability that affects one in every seven people. ***NICHCY*** hopes that, through Mr. Halmi's generosity, individuals who have problems with reading, and with learning in general, can use this ***Briefing Paper*** to locate the many resources available to address their special learning needs.

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